

GOVERNMENT OF JAPAN
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
STATE OF ERITREA
MINISTRY OF LAND, WATER AND ENVIRONMENT


STUDY
ON
GROUNDWATER DEVELOPMENT AND WATER SUPPLY
FOR
SEVEN TOWNS IN SOUTHERN REGION
OF
ERITREA

HYGIENE EDUCATION MANUAL

JANUARY 1999

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List of Reports

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Operation and Maintenance Manual for Water Supply Facility

Hygiene Education Manual

Training Manual for Staff of WSA

Introduction

This Hygiene Education Manual has been made through the Study on Groundwater Development and Water Supply for Seven Towns in Southern Region of Eritrea. It is intended for use by community health workers, school teachers and other community participation promoters as a reference tool of hygiene education.

The manual includes mostly educational techniques, which will be referred and applied for hygiene education, rather than the list of required items to be educated. Therefore, this manual is prepared for the one who already has some knowledge and idea on sanitation and hygiene, so he/she knows what to educate for the people in the target area using techniques provided in this manual.

The manual consists of sections on establishing good relationships, analyzing the situation and identifying communities, developing workplans, selecting appropriate methods, educational methods for adult group and school classroom, and evaluating the results. In addition, some pictures, which were painted by Eritrean artist and useful for hygiene education, are attached at the end of volume.

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1 Establishing Good Relationships

In order to be a successful helper, you must have a good relationship with those you want to help. If they trust you, and if they feel comfortable with you, then you will be in a better position to help them.

1.1 How to Establish Good Relationships

You can get people to trust you by respecting them by listening to them, and by encouraging them to develop their own strengths.

Visit the leaders and representatives of all the various groups. Meet with religious and political leaders, teachers, agricultural workers, traditional healers, other health workers, and social welfare workers. Discuss how all of you can work together to make your community better.

Remember that the purpose of health education is to help people solve their problems by their own efforts.

1.2 Listening and Giving Attention

Communication involves both giving and receiving. Not only should the health worker speak clearly to the community, he or she must listen carefully to its members in order to understand their interests and ideas.

Listening is a way of showing respect. Pay close attention to what people tell you. Encourage them to speak freely. Do not stop them, interrupt them, or begin to argue. This will cut off communication, and you may get only half the message or nothing at all.

While listening, do not look at something else. Do not busy yourself with work while the other person is talking. If you do these things, the other person will think you do not care about him or her.

1.3 Encouraging Participation

In health education, participation means that the person, the group, or the community works actively with the health workers and others to solve their own problems. Participation is necessary at every step, from identifying problems to solving them. After you have established your relationship with people and communities, you should immediately begin to encourage participation. Use your communication skills and encourage people to talk while you listen. In that way they can participate in identifying their own problems.

2 Analyzing the Situation and Identifying Communities

Good health education is based on facts. The following is a list of information that might be relevant in planning a sanitary education program.

- The most important problems as seen by the person, group, or community you are helping.
- Other problems that you yourself may see.
- Problems that other community workers see.
- The number of people who have these problems.
- The practices that may have led to the problems.
- Possible reasons for these practices.
- Other cases of the problems.

To find this information, you will need to learn about the community where you work. It is not necessary to gather all the information listed below, but you will want to know:

Demography

- Population, mobility and growth rate
- Household size and composition (including special features such as female headed households)
- Economic status of households

Health

- Major health problems in the community and relative importance of water/sanitation related diseases
- Seasonal variations in diseases
- People's perception of the cause of disease
- Health facilities
- Availability of health personnel

Water use patterns and practices

- Preferred sources of water and uses according to source
- Distance to the source and accessibility
- Reliability of the source
- Water vending and cost of water
- Quantity of water, uses and reuse
- Type of vessels used for the water collection and storage
- Practices that might contaminate the water during transportation e.g. the use of unwashed scoops

- Practices that might contaminate the water in the home e.g. water scoop stored on the floor
- Practices that might contaminate the water source e.g. clothes washed in the river, animals defecating near the source etc.
- Local methods used for treating water.

Sanitation, hygiene practices and associated beliefs

- Existing practices, where men, women, boys and girls defecate and their restrictions on when they defecate
- Anal cleansing materials
- If there are latrines, are they used as shower rooms
- Are there any taboos related to location of defecation or the sharing of defecation sites
- Latrine cleaning and maintenance practices
- Waste water disposal practices
- Availability and use of soap for personal hygiene
- Food storage, how stored and length of time stored for
- Food handling and preparation practices
- Obstacles to adoption of improved practices

Education activities

- Education and literacy levels
- Number of teachers, pupils enrolled in school and attendance in school
- On-going formal or informal health education activities
- Access to mass media

Organization and participation

- Main local organizations and type of membership
- Local leaders (male and female)
- Main local political and social factions which might influence participation
- Extent of previous interest and participation in water/sanitation or other development activities
- Community and family level leadership in decision making

Occupation

- Main income generating activities
- Main sources of income of community members

Level of interest

- Evidence of popular interest in improving water supply/sanitation

- Evidence of leadership commitment to improvements

Physical structures

- Types of dwelling; their physical conditions and layout
- Types of building materials used
- Existing water supply and sanitation facilities (public/community/private)
- Shops, markets, other offices
- Religious institutions

Willingness and ability to pay

- Ownership of land and dwellings
- Income
- Expenditure patterns
- Borrowing and savings customs

Local availability of resources and technology

- Local availability of building materials
- Availability of skilled and unskilled labor

You may have some information from the previous field survey reports and other records or documents. Besides, there are other ways of collecting information about people, groups and communities. First, there is observation, which is the collection of information by watching and listening. Secondly, there is interviewing, which involves discussion and questioning.

These methods are often used together in order to give a complete picture of a problem or survey of a community and its needs. For example regarding the problem of waterborne diseases, it would be useful to interview people about where they collect their water and how they store it. Secondly, it would be valuable to observe the various local sources of water to see if, in fact, people use them in the way they said they used them in the interview. Finally, records at the clinic would give an idea of the number of people actually suffering from waterborne diseases.

2.1 Observation

Observation must be done carefully. Decide in advance what to observe, and how it will be observed. Observing at the wrong time may give the wrong impression about a problem.

Through observation you may also learn about a person's personal hygiene or attitude to health problems. For example, by observing cuts and wounds, you can tell if they are fresh, or if the person delayed coming to the health center. You can sometimes see whether traditional medicine has been used.

Use your eyes. Do you see scrapes of paper or old tins lying about? Do you see blocked drains?

Use your nose. Do you smell garbage, stagnant water, or human wastes?

Use your ears. Do you hear many flies buzzing or goats, sheep, or dogs rummaging around in waste?

2.2 Interviewing People

An interview is a way of gathering information through communication between someone who wants information (the interviewer) and people who can supply the information (the interviewees).

Your relationship skills are most important for interviewing. If a person does not trust you, he or she may not talk freely and may give false information. Always make sure the person knows who you are and why you want to talk to him or her.

2.2.1 What to Ask

You will probably find that you need two types of information. At the beginning of a program it is likely that you will be seeking general information. This may concern the way of life in the community and the various needs that people see.

Later you may be seeking specific information. Through general interviewing you may have found, for example, that many people feel that the town needs latrines. A specific interview would aim at finding out what problems there are with the present way of defecation; and the contributions that people are willing to make solving the problems.

2.2.2 Who to Interview

Next you must decide who to interview. People can be interviewed in groups. If the concern is a new latrines, you could attend a meeting of the community, and ask them if they would discuss their ideas and feelings with you. If they agree, you can go ahead with an interview in which you will collect information more quickly than talking to individuals.

2.2.3 How to Interview

Interviewing uses questions and comments to encourage people to supply information. The words used must be chosen carefully, because they influence how a person answers.

There are four types of question or comment, but not all of these will yield useful information.

Let us take once again the example of the latrines to see how these four types of question could be used to gain specific information about the problem. As you will see, some approaches are better than others.

'Does our village need new latrines?'

This is simple **direct question** that could be answered with a simple 'Yes' or 'No'. But starting an interview with this type of question may bring problems. First, people may try to guess the opinion of the interviewer or the village leaders and answer in the way they think they are supposed to, not the way they really feel.

Secondly, this type of question does not give room for discussion. An answer of 'Yes' or 'No' does not show the full range of feelings and opinions a person has on the subject. A person may answer 'yes', but in fact feel that the latrines are not the most important problem in the village at that moment. A direct question will not encourage the expression of that opinion.

It is best to save direct questions for later on in the interview. After the person has begun sharing opinions freely, a direct question can then be used to help clarify points.

'Don't you feel our village needs new latrines?'

This is a **leading question** because it leads a person to give only one answer. People easily say 'Yes' to such a question. Questions that start like this: 'Don't you think . . .', 'Isn't it true . . .', 'Wouldn't you believe . . .', 'Shouldn't you have . . .': make people give one-sided answers. They are dangerous to use in interview because interviewees will almost always agree and rarely reveal their true opinion.

'Should our village have new latrines this year or next year?'

This is a **forced-choice question**. It gives the interviewee a choice of only two answers – 'this year' or 'next year'. People being interviewed will almost certainly make one of the choices, although they may have a completely different opinion. They may really want to say 'in five years' or even 'never'.

'Please tell me your views about new latrines.'

This is an approach that leads to open comments. Such a statement allows people to answer freely. Listen carefully so that people will be encouraged to express their views fully.

After a person has expressed some ideas, you might say, 'That is interesting. Could you tell me more?' You might also use direct questions now that the person has felt free to talk.

2.3 Identifying Problems

Unless you understand clearly what factors are involved in a problem, you will not be able to control it. There are different causes that must be examined.

Information collected about the community or about individuals will show that some things are going well but that there are also many problems. Simply knowing that things are going well or badly is not enough for planning a program. You must know why there are problems so that the most appropriate steps can be taken to find solutions.

It is not only the health or community worker who must understand why problems do or do not occur. The members of the community must also understand. Meetings and discussions with individuals, groups, or community representatives are useful for helping people look closely at the reasons for problems. In this way information gathered about the community can be shared and examined. When community members learn more about their problems, they will be better able to make good choices on action to solve them.

If the problem is high occurrence of baby's diarrhea, the cases should be identified, whether they are a result of poor hygiene, lack of clean drinking water, or others. Other elements may have also contributed. Apart from the underlying and contributing factors, it is also very important to identify areas where high numbers are occurring and to find out what makes the babies in these areas more vulnerable. This is significant in establishing priorities and developing strategies.

3 Developing Workplans

A workplan is essential for effective and efficient program implementation because:

- It gives clear direction
- It clears the range of activities to be carried out
- It fosters teamwork and cooperation
- It serves as a basis for monitoring and evaluating performance

Developing a workplan requires patience and time. There should be extensive discussions on what the priority activity is, how the activities will be carried out, who will be responsible for the activities and how much of the available resources should be spent on each activity.

A general sanitation workplan may be developed to ensure that all problems and activities will be carried out. It may be stated in broader terms, provided specific workplans are developed for specific strategies or operational targets.

Steps in developing a workplan are:

- List the activities to be implemented.
- Determine in what sequence the activities should be carried out.
- Determine the time-frame for each activity.
- Assign personnel who have the skills and time to carry out the activity effectively.
- Determine the cost and other resources to carry out activities.

3.1 Preparing a Timetable

Suppose your community feels that the most important health problem is a lack of knowledge on hygiene. The timetable below is an example of how to set out the timing of tasks and responsibilities. One thing to remember when setting target dates for various tasks is to be realistic. It takes time for people to get organized and it takes time to find resources. People will be disappointed if they set a schedule that is too short for the actual completion of the assigned tasks. A timetable is also useful in checking whether the program is progressing as scheduled.

A copy of the timetable can be put up in the town hall or in another place where people gather. A timetable may even be drawn up for an individual; this would be less complicated than one for a community.

If people could not read, you would not be able to write out a timetable for them, but you would discuss the schedule to help them remember. Also they might have a child or relative who is able to read. A timetable could then be written that someone could read to them.

Sample timetable for the provision of a community water supply

Tasks	Completed by	People responsible
1. Community leaders discuss the problem of waterborne diseases	1st week	Community health workers
2. Leaders trained on cause and prevention	3rd week	Community health workers
3. Public information activities begin, using local media and home visits	4th week	Leaders, community health workers, schoolteachers
4. All sick people report for treatment	5th week	Leaders, community health workers, local people
5. People boil and filter their water	6th week	Leaders (one for each town/village/section)
6. Funds raised for well construction	12th week	Fund-raising committee, leaders
7. Voluntary labor recruited	12th week	Leaders
8. Well sites selected	12th week	Leaders and local people
9. Materials obtained	15th week	Materials committee
10. Construction begins	15th week	Volunteer labors, community health workers
11. Maintenance committee selected for each well	15th week	Leaders
12. Maintenance committee members trained in maintenance of wells	16th week	Health worker
13. Wells completed	20th week	Local people
14. People use water only from wells; maintain wells hygienically	20th week onwards	Leaders and local people

3.2 Assigning Tasks

When a program involves more than one person, it is important to make sure as many people participate as possible.

In the timetable there is column headed 'people responsible'. We used general terms like 'community health workers', 'leaders', and 'local people'. In a real timetable you would list the names of the people who have agreed to take responsibility for one task or another.

3.3 Follow-through Action

This involves the steps listed below:

- Set a specific date on which to start your main action.
- Be sure each person knows his or her duties; Can each person tell you from memory what he or she must do and when he or she will do it?
- Keep in contact with people; provide encouragement, answer questions and help solve problems.
- Hold regular meetings to review progress; at these meetings each responsible person can report with the timetable and see if the work is progressing according to schedule.
- If there is some delay in the schedule, the group should look into the problem immediately, Can it be corrected at once? What are the needs? More materials? More volunteers? More time? More funds?

4 Selecting Appropriate Methods

4.1 Selecting Methods

Once a health worker understands the reasons behind behavior that is causing a health problem, he or she can use many different methods to encourage a change in that behavior. There are some important points to take into consideration when we choose a method. First of all, the method must suit the situation and the problem; it must therefore be selected carefully.

People practicing health education must make decisions about which methods should be used to help solve problems related to health behavior. There are six things to consider before choosing health education methods:

- How ready and able are people to change?
- How many people are involved?
- Is the method appropriate to the local culture?
- What resources are available?
- What mixture of methods is needed?
- What methods fit the characteristics (age, sex, religion, etc.) of the target group?

Culture will determine the educational methods that will be acceptable and understandable to people. It will also determine the methods to which people will respond by changing to healthier behavior.

You will meet different people and groups. Some will be old, some young. Some will be made up of women, some only of men, some only children, and some will be mixed. Select and adapt your methods to fit the type of people you meet.

Fables using animals might be better for children than for adults. Lectures may be better for educated people, than for those who have never been to school. If the people belong to one religion, select proverbs from the scriptures and books of that religion.

4.2 Pre-testing

Before we put an educational method into practice, or use educational materials, we should make sure that they are well suited to the situation and to the group, otherwise they will not have the impact desired. So pre-testing is needed whenever possible. Pre-testing means trying out an educational method with a small group of people. If the method works in the way that you hoped, then you can use it with other people and groups in the community.

Methods and materials that need pre-testing are those that are prepared in advance such as stories, fables, songs, posters, flip-charts, plays, puppet shows, films, slides, photographs or others. Not all methods can be pre-tested because not all can be prepared in advance. For example, with role-play, meetings, and discussion groups, there may be a general idea of the topic in advance, but these methods only work if the participants make up the action and decisions as they go along. In other words, people must be free to act creatively.

It is necessary to pre-test methods and materials. First, people may not understand the purpose of the method. Second, they may not understand the message you are trying to share. Third, they may not like what they see or hear. If, for example, a poster does not look attractive, people may ignore it. If you can find out the problems people have in understanding your methods, you can change and improve them. Your educational methods will be more effective if you can make improvements before you begin your program.

Choose people who are similar to the group who will use the finished materials. Then, present the materials and allow the small group to see or hear what you have prepared. Find out whether the group has understood and accepted what you presented. If you were testing a poster, here are examples of the types of questions you might ask.

- What do you think is the message or the idea in this poster?
- Who do you think this poster is planned for (adults, children, men, women, farmers, workers, etc.)?
- What would your friends think if they saw this poster?
- Do you think the poster could look nicer? Do you think the poster is planned for people living in your area?
- Do you think other colors should be used?
- Are the pictures, drawings and words big enough, too big or too small?
- In what ways do you think the poster could be improved?
- Are the ideas and suggestions on the poster practical and useful?

Be prepared to change your materials according to the suggestions you have received.

Breastmilk is the best
possible food and drink for a baby.



This is a poster to recommend breast milk for a baby. However, you may hear that some illiterate mothers say, "This is a poor lady with no feet".

5 Educational Methods

5.1 Health Education with Groups

Working with groups is a major activity in health education. When people get together to identify, define, and solve a problem, they have many more resources than when they work individually. Groups can often do things that several individuals could not do by themselves. Groups support their members in the practice of health behavior. They also enable people to learn from each other.

Here are examples of the groups often found in a community:

- A family
- A council of community elders
- People working at the same factory, business, or agency
- A class of schoolchildren
- A farmers' cooperative
- People attending a religious ceremony together
- A women's association
- A youth club
- Some friends getting together to relax
- A gathering of patients at a clinic

Using the group approach to educate people has a number of advantages. First it provides support and encouragement. Maintaining healthy behavior is not always easy. In a group one can find the support and encouragement needed to promote and maintain healthy practices.

Secondly, it permits sharing of experience and skills. People learn from each other. A member may have tried a new idea and found it successful. Through that experience the person has gained skills that can be passed on to other group members.

Finally, working in groups makes it possible to pool the resources of all members. One family may not have enough money to construct a latrine, but a group of families together could contribute enough money for the purpose. Members of a group can give money, labor, or material to help their members in times of personal or family crisis, or to promote community health through projects such as improving sanitation.

5.2 Putting Educational Methods into Practice

There are three things to consider when putting educational methods into use:

- When to find people
- Where to find people
- How to involve people

(1) Choose the right time

For example when working with farmers, find out when they work and when they rest. Women normally have certain times when they work at home or away from home, and when they go to the market. A meeting or a discussion with women must be planned for when they have free time. If a display is to be set up in the market, it must be done when people are gathered there. For education with children, you must know when they are at school, when they are helping their parents and when they are free. Get together with the people concerned and plan a time for the educational program that is best for everyone.

(2) Choose a convenient place

Find out where people normally gather – markets, schools, work-paces, churches or mosques. There are also places where people gather socially. There may be a small community building that is used for important meetings. People may also gather in front of the chief's house or the houses of other important leaders. You and the group can decide which is the easiest place for everyone to reach.

(3) Involve people

There are many ways to involve people. Some methods like plays and discussions require more participation than others. But even when you give a talk or show a film, you can always find ways to get the people involved by asking questions or getting them to do things themselves. Promoting participation is very important because people learn better when they are not passive. Ways to get them involved will be discussed with each method.

5.3 Sanitary Education Activities

5.3.1 Discussion Groups

From time immemorial people have come together spontaneously to learn from each other's experience and to discuss things. This interaction between people who have different views enables each of them to have a wider view of a problem. This is always very helpful.

(1) Purpose

Discussion in a group allows people to say what is on their minds. They can talk about their problems. They can ask for help and suggestions from other members of the group. The group provides encouragement and support for people when they are trying to solve a problem and change their behavior. Group support is important in helping people take decisions.

(2) Size of group

Small groups are best for this type of sharing. Firstly because many of the problems people need to solve are personal and sensitive. They would not want to talk about their problems in front of a large group. Secondly, it is important that every member should have a chance to talk. Five people would be a good number. With more than ten, not everyone will have a chance to speak when he or she wants to.

(3) Planning a discussion

A discussion group can be formed around people with similar interests. Talk to people individually to see if they would like to come together in a group to share their problems, find out how others cope, seek help, and in turn assist others. Hold the discussion in a place that is comfortable and offers privacy. This will help people to talk more freely.

(4) Holding a discussion

Build up relationships: Help people in the group to get to know each other. If they are from the same area or neighborhood, they probably know each other already. But do not assume that they know each other well. Allow time for each person to introduce himself or herself. People will feel more comfortable sharing their ideas in a group if they know each other.

Encourage others: You should encourage people in the group to talk. You should not do a lot of talking yourself.

Being with general knowledge: Discussion groups may meet several times. Therefore it is not necessary to ask people to talk about their problems and worries straight away. A good way to start might be to ask the group what general knowledge they have of the problem, illness, or worries facing them. Group members will begin to ask questions as they seek more knowledge.

Use questions to encourage sharing: Later, as the discussion gets going, you can ask questions like these:

- Have you ever asked for help with your problem? Who did you ask?

- Are any of you having difficulties in following advice given by health workers?
- Would some of you share the experiences you had in trying to overcome these difficulties?

Several people will raise issues. Do not try to answer them all yourself. First ask if other people in the group have ideas or suggestions.

Encourage participation: Watch carefully. If some members are being quiet, you might turn to them politely and ask, "Could you tell us your views on this issue?" If they do not join in after a few suggestions like that, do not force them to talk. Wait until the end of the meeting and then talk to them privately. Find out their reasons for being quiet. Once you know the reasons, maybe you can do something at the next meeting to improve the situation.

Of course some people may talk too much. Again you need to be polite. You might break in and say "That is an interesting idea. Let us hear what some of the others feel about it." If this does not work, see the person after the meeting. Explain the need for everyone to have a chance to talk.

Time: The time allowed for discussion depends on how much time members have. People have work, family, and other responsibilities. You yourself have other duties.

First ask members to set a time of day and week that is convenient for them. Two hours would probably be the longest time you would want for discussion. Even if people do not have other things to do, they will get tired and bored if the discussion goes on for too long.

Check for satisfaction: Before a meeting ends, ask members if they are happy with the progress of the group. Do they think that they are learning? Do they think the group should continue? Are there any changes they want to make – in the time, the place, or the topics being discussed?

5.3.2 Demonstrations

Demonstrations are a pleasant way of sharing knowledge and skills, and they help people learn new skills. They involve a mixture of theoretical teaching and of practical work, which makes them lively.

(1) Size of group

Demonstrations can be used with individuals and small training groups. If the group is too large, members will not get a chance to practice the skills or ask questions.

(2) Materials

In a way, demonstrations are like displays with action. Some of the materials used for displays, such as models and real objects, can be used in a demonstration. Posters and photographs can also be shown.

A demonstration must be realistic. Make sure that it fits in with the local culture. This means that you must use materials and objects that are familiar to the people who participate. You may be doing a demonstration how to mix a rehydration drink for children with diarrhea. You have to use local containers and spoons. If you use strange or uncommon materials in your demonstration, people may not be able to practice the new skills at home. Have enough materials for everyone to use during practice.

(3) Time

Choose a time that is convenient for everyone. Make sure that there is enough time for plenty of questions and practice. Allow for enough time. If you rush things, not everyone will be able to participate and learn.

(4) Holding the demonstration

Explain the ideas and skills that you will be demonstrating. Photograph and pictures will help here. You may hold up some of the real objects you are using and pass them round for everyone to get a closer look. Encourage questions from the group to make sure people understand.

Do the demonstration. Do one step at a time, slowly. Make sure everyone can see what you are doing. Give explanations as you go along. Repeat a step if people do not understand it. Encourage plenty of questions.

Then ask one person to repeat the demonstration, and ask the group to comment as the person works.

Finally, give everyone a chance to practice. Move around the group and watch. Give suggestions for improvement. It is useful for people to work in pairs, so that they can have each other's suggestions and help. First, one person will practice the skill while the second watches and comments, then the second person will take a turn.

(5) Checking results

Check that everyone can practice the skill correctly before he or she leaves the demonstration place. You may be demonstrating how to mix a rehydration drink for children with diarrhea. If a mother

puts too much salt in the drink, she could harm her child. Before a mother leaves the demonstration place, make sure that she can show you that she will use the correct amount of salt.

Follow-up visits are useful in checking up on skills. In this way you will see if people can actually practice the skills on their own.



5.3.3 Role-playing

Role-playing consists of the acting-out of real-life situations and problems.

In a role-play, the player receives a description of the character he or she is to play. From the description, the player makes up the action and dialogue as the role-play progresses. The player tries to behave in the way that the character might behave when faced with a given situation or problem.

The participants simply behave in a natural way, so that their roles and the action develop as the play goes along.

In a role-play, people volunteer to play the parts. Other people watch carefully and may even offer suggestions to the players. Some of those watching might decide to join in the play.

After the play, players and watchers always discuss it and their reactions to it. Here, you have the important task of guiding the discussion. Ask the players questions like these: How did you feel? Are you happy with the way the situation you were acting worked out? Could you have done anything different to get better results? Then ask the audience to give their views. This discussion helps people to learn something from the play.

(1) Purpose

By acting out a real-life situation, people can better understand the causes of their problems and the results of their own behavior. Role-playing can help an individual explore ways of improving his or her relationships with other people, and of gaining other people's support in efforts to live more healthily.

Another purpose of role-playing is to give people experience in communication, planning, and decision-making. Finally, it helps people to reconsider attitudes and values. We learn about our own behavior during a role-play. We can discover how our attitudes and values encourage cooperation and problem-solving or, how our attitudes and values create problems.

(2) Size of group

Role-playing is usually done with small groups. A role-play can be done with a health worker and one or two other people. Someone may come to a health worker in private. The health worker may ask the person to act out their own problem. The health worker would play the part of someone important in the other's life.

(3) Time

A role-play should last about 20 minutes. If the action is lively and the audience is interested, allow the play to continue. But you should stop the play if (a) the players have solved the problem; or (b) if the players are getting confused and cannot solve the problem; or (c) if the audience looks bored.

Allow another 20-30 minutes for discussion. Discussion helps people focus on the important issues in the play. If the discussion is lively, allow it to continue longer. You may suggest a repeat of the play to try out the suggestions that have resulted from the discussion.

(4) Other concerns

Role-playing works best when people know and trust each other. Before using role-playing with an individual, be sure you have established a good relationship with that person. If a group is involved, be sure that the members have already met a few times so that they know each other.

Role-playing involves some risk. Since we do not know the outcome, players are taking a chance when they act in a role-play. Do not ask people to take parts that might embarrass them. Some people may not be interested or may be very afraid to speak out in a group. Do not force such people to take part. Let them watch role-plays a few times to see if they become less timid or more interested.

5.3.4 Health Campaign

(1) Purpose

Campaigns can be planned to promote knowledge, skills, attitudes, and values relating to a particular health issue. They may also be used to accomplish a particular community improvement project.

Public awareness is the first key to a successful health campaign. Therefore a careful planned public information program should begin as soon as the community decides on the issue or problem it wants to tackle. People need to know what is going to happen, when it will happen, and why the project is important to them. In the course of the campaign, this information is provided through a series of messages, for which every available channel of communication is used, including, town criers, posters, public address systems, announcements at public or group meeting places, and, if possible, radio and newspaper coverage.

A health campaign is organized around one issue or problem. In other words, it has a theme. Examples of themes are 'Clean up the community', 'Handle refuse safely', 'Clean water for good health' 'Protect surface water from pollution'. These themes will often become the name of the campaign, so should be short, 'catchy', and easy to remember.

The campaign should be concerned with a real problem that has been identified by the community members themselves or is generally recognized.

The duration of the actual campaign activities in the community is often only a week or a month. For this reason, campaigns are often known as 'Health weeks'.

(2) Advanced planning

While the campaign itself may last only one week, it must be preceded by much planning. The community health worker may work for several months or a year in order to plan a successful campaign and the necessary follow-up. Members of the community must be contacted well in advance, if they are expected to participate in projects and donate money and materials.

The use of a variety of health education methods will help reinforce the impact. There may be plays, health talks, displays, demonstrations, community meetings, and group discussions.

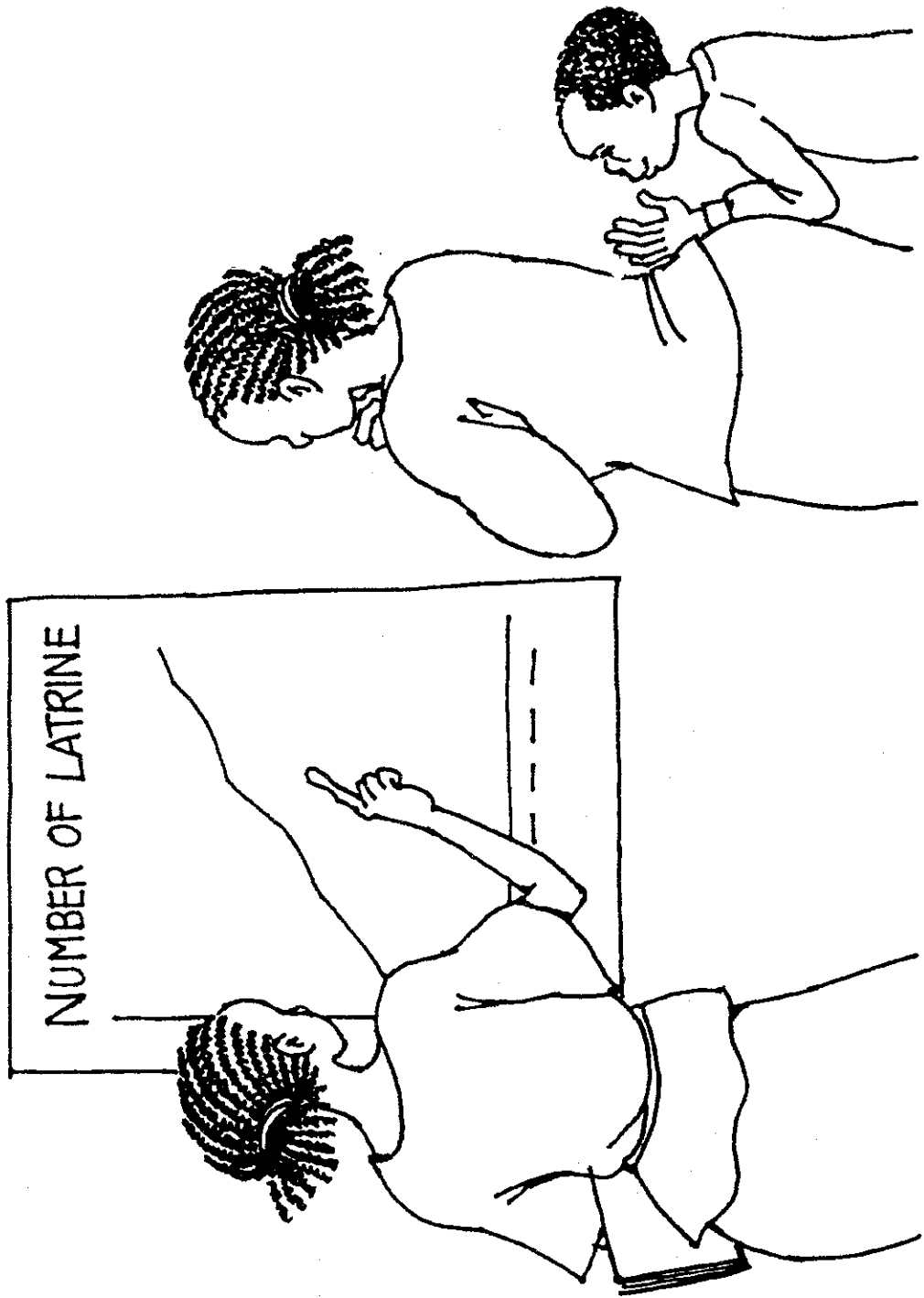
(3) Follow-up

An activity that lasts for a week creates much excitement and interest. But health problems are not solved if people are active for only one week out of the year. They must practice healthy behavior throughout the year. They must help maintain community wells and latrines in good order every day, not just on one day.

If a health committee exists, its members must watch to see if people continue to practice the health skills taught during the campaign. Home visits, community meetings, posters, group discussions, and school projects throughout the year help people to remember the knowledge and practice the skills they have learnt, and also to maintain the health facilities they have created.

The need for follow-up is one reason why campaign should be organized by the community itself, and

not by health workers alone. Follow-up activities are carried out most effectively by the people who live in the community.



5.3.5 Stories

Stories are the way of re-telling interesting events that happened in a village. So stories can spread news and information, and also serve as lessons about behavior.

(1) Purpose

Stories can be used to give information and ideas, to encourage people to look at their attitudes and values, and to help people decide how to solve their problems.

(2) Group size

Stories can be told to individuals or to small and large groups. They also can be used on the radio to reach communities, regions or even whole countries.

(3) Characteristics of a good story

The story should be believable. The people in the story should have names. They should do the kind of work that people in your community do. Their actions should be normal, not strange. Be sure that you do not name or describe real people in your story. If they hear the story they may become embarrassed or angry. The story should be short, otherwise people will become bored. They may also forget parts of the story. Five to ten minutes is all you need.

The story should make a clear point in the end. It should be obvious to the listeners that which action is good and which is not.

Always follow a story with discussion and questions. Do not tell the listeners which person in the story did the best thing. Ask the listeners for their own opinions. By encouraging people to think about the story and to discuss the points that impressed them, you will help them to learn more.

5.3.6 Posters

A poster is a large sheet of paper, often about 60cm wide by 90cm high with words and pictures or symbols that put across a message. Posters are widely used by commercial firms for advertising products, and to reinforce the message being delivered advertising products and to reinforce the message being delivered by other mass media.

(1) Purpose

Posters can be used effectively for three purposes.

- To give information and advice
- To give directions and instructions
- To announce important events and programs

(2) Group size

The target group can be small or large. It can be the whole community. Sometimes you may also want to use posters with individuals. You may be counseling someone in the clinic, in the school, or at your office.

(3) Content

A number of rules should be followed in making posters.

- All words should be in the local language.
- Words should be few and simple
- Color should be used to attract attention.
- Only put one idea on a poster. Too many ideas will make the poster look clumsy and confuse people.

(4) Placing posters

Place posters where people will see them.

- Put them in places where many people are likely to pass (market areas, meeting halls, etc.).
- Ask permission before you put a poster on a house or building.
- Some places, buildings, rocks and even trees are sacred or special. Never put posters in these places. It may make people angry, and then they will not learn from your poster.
- Do not leave a poster up for more than one month. People will become bored and begin to ignore it. Change posters often to keep people interested. When you remove old posters, save them if they are in good condition. If a poster is worn and torn, dispose of it properly in a dustbin to set a good example.

(5) Making posters

Involve people in making posters. Make one poster as an example and ask members of your committee to help you make more. Schoolchildren can help too. You might even hold a poster-

making competition. This will interest people and help them learn more about health.

(6) Pre-testing

Remember to pre-test your poster to be sure people understand and accept it. All posters that you place around the village or town should have a very clear message.

(7) Using posters in a group

If you are using posters with a group, attach the poster temporarily to a wall or tree in front of the group so they can all see. You may also ask for a volunteer from the group to help you hold up the poster. This may be better because the volunteer can walk around the group with the poster so everyone can see it closely.

Do not try to hold it up yourself. This would make it much more difficult for you to communicate effectively with the group. Posters can be used as a basis for discussion. Do not hold up a poster and start explaining it right away. Instead:

- Ask everyone to look at the poster carefully. Give them a chance to see it well.
- Ask people what they see. What do they think is happening in the pictures? Let them think for themselves.
- If there are words on the poster, find out if someone can read. Ask him or her to read it for the group.
- Add your own ideas as the discussion continues.
- Turn to the poster again at the end of your discussion. Ask once more what people think is the message of the poster. Repeating and reviewing the message of the poster. It helps people remember.

5.3.7 Displays

A display is an arrangement of real objects, models, pictures, posters, and other items which people can look at and learn from. Displays can be very simple or very sophisticated. They are most successful if they use a variety of materials to attract people.

(1) Purpose

A display provides ideas and information, but whereas a poster contains only one idea, a display has many. The ideas usually relate to one theme such as 'How to keep water and food clean' or 'How your child develops and grows'.

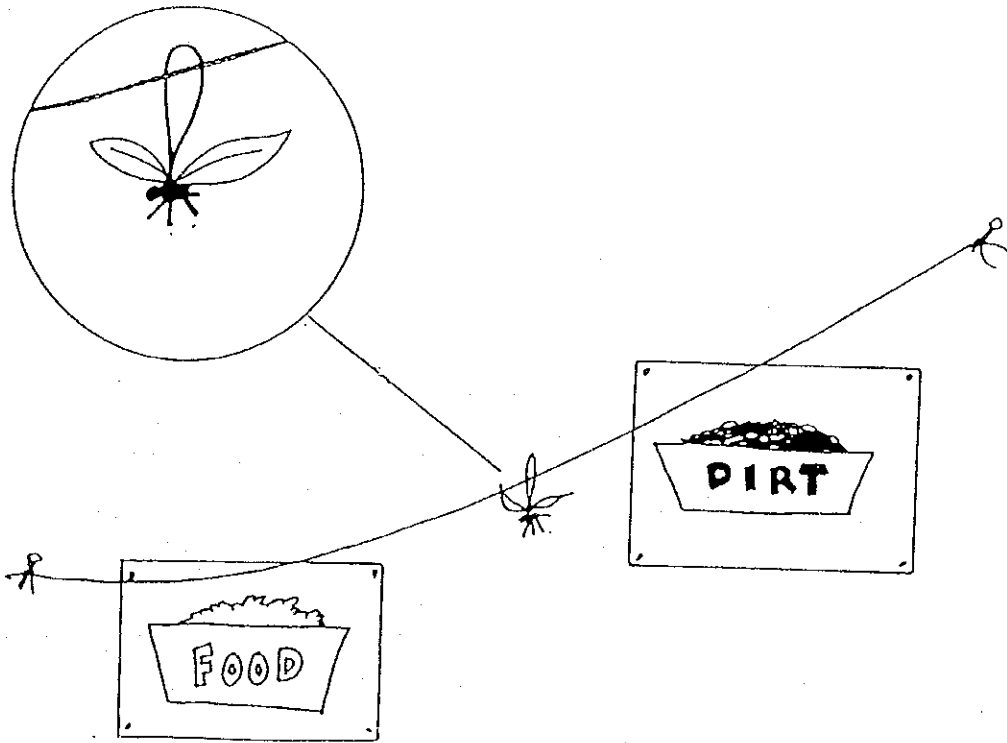
(2) Group size

Displays are usually set up where large numbers of people will pass by and see them. For example you may set up a display at a market, in the community hall or in the school. Everyone will be able to walk past one by one, or in small groups, to look at the display.

(3) Materials

Models of a display can be made of different materials. Clay, mud, wood, stone, straw, paper, cloth, and paper pulp are just some of the materials you can use for a model.

Help in making models can come from many people in the community. The carpenter can help make small model houses, wells and latrines. Schoolchildren can help make model fruit and vegetables with clay and paper pulp.



A simple display using posters and model fly.

5.3.8 Photographs

Photographs are a useful educational tool. They can show situations and objects exactly as they are in reality.

(1) Purpose

Photographs can show people new ideas. They can also show new skills being practiced. Show them and discuss about them, as you would show a poster or a flipchart. They can also be used to support and encourage new behavior.

(2) Group size

Photos are best used with individuals and small groups. This is because of their size. It is expensive to make large photographs. Still, they have to be big enough to be seen.

(3) Content of photographs

Several points need to be kept in mind when you choose photographs.

- The people and surroundings in a photograph should look similar to the people who will look at the photograph. People may not understand the idea in the photo if it looks strange to them.
- The photo should focus on one clear idea. Close-up photos are usually better than ones showing wide areas. If the photo shows too many things happening, people may not be able to see the main point.
- A series of photographs can be used to show different scenes in a story. They could also show the steps needed to complete a project or to practice a skill.
- Community events such as plays and clean-up campaigns are good subjects for photographs. People will feel proud when they see themselves in the photos, and they will be encouraged to continue their good work. Such photos should be posted on the wall of the school, at the health center or in the community hall. Praise and interest will support people's changes and improvements.

5.3.9 Songs

People sing to express ideas and feelings. Many songs are about love and sadness. Songs may tell a story of a famous person or event. Some songs are religious, others are patriotic. Songs are sung to help children fall asleep or to celebrate special occasions. They can also help to educate people.

(1) Purpose

Songs can be used to give people ideas about health. If the tune is attractive, people will remember the song and the information it contains.

Depending on the local culture, songs can be used at the beginning of a health talk, a meeting, or any other organized program to create enthusiasm and interest. They can also make a meeting end on a happy note.

(2) Size of group

The group can be large or small. Songs may also be played on the radio to reach a wider area and audience.

5.3.10 Plays

A play portrays life and people and tells a story that usually involves conflicts and emotions. The action and the dialogue are typically designed for theatrical performance with dramatic effects.

(1) Purpose

Just like stories, plays make us look at our own behavior, attitudes, beliefs and values in the light of what we are told or shown. Plays are especially interesting because you can both see and hear them. They can even be used to raise funds for community self-help and other projects.

(2) Size of group

Plays are usually performed for large groups and are intended to reach whole communities.

(3) Content

A play is based on a story. The story may be true, or it may seem like the truth. The story has a beginning and an end. The people who are putting on the play know the whole story, but audience does not.

A play has scenes. A play is generally a couple of hours long, but can be less. So, a play is made up of important short scenes or events.

A play can have a message. It may have a definite ending where all the problems are solved for better or worse. In this case, the lesson or message people learn from the play is usually obvious. Some plays have uncertain endings. They stop before the problems are solved. This makes the audience think hard. They wonder what might finally happen. They are curious about the characters. After this kind of play, people like to talk and discuss. Since the message is not clear, people ask themselves 'What would I do next if I were that character?' This helps them practice decision-making skills.

(4) The actors

Find people in the community who are interested, who can speak fluently. Schoolchildren can be successfully involved in plays as part of school health projects.

(5) Announcements

You can make posters or use town criers to let people know about the time, place, and theme of the play. It is a good idea to give the play an interesting title. That way people will get an idea of what it is about. If it is a good title, people may come out of curiosity.

(6) Planning the performance

The actors must practice until everyone knows his or her part in the play. You might ask some friends to watch practice sessions and give their comments. This is a way of pre-testing.

Make sure all materials needed are gathered together well in advance. Select a location for the play. If the play lasts longer than 30 minutes, people will need to be able to sit down. Plays can be done

indoors or outside, depending on the weather. You can use a school, or other public meeting place. In fact, you can do plays anywhere. Short plays can be performed in the market or the town square. People will gather when something interesting is happening.

Make sure that everyone can see and hear. You will probably want to repeat the play on several days if your community is large. That way everyone will get a chance to see it.

(7) Participation and learning

A play provides a good opportunity for people to participate. As we have seen, some can act, some can make or donate costumes and scenery, and others can make posters and announcements. Many different jobs go into making a successful team.

Everyone involved in putting on the play will learn because of their direct participation. They will learn the health messages of the play, and they will learn skills. These include planning and communication skills.

The audience will gain from watching the play, but you should make sure that they learn. Therefore, after the play, get the actors to discuss it with the audience. Questions can be asked back and forth to help the audience learn.



5.4 Hygiene Education in the School Classroom

We all hope for our children to grow up healthy and happy. We wish them to live a productive and stimulating life. We expect them to live in peace, to live in an healthy environment which has been preserved from contamination.

On the other hand, children can spread messages either singly or together. Often one child communicated best with another child; older to younger, friend to friend; schoolchild to out-of-school child. Sometimes a child can tell something she has learnt in school to her father or mother and they will find it useful. Sometimes two children can give support to each other (e.g. making a survey together; explaining health messages to older children; helping a child with learning difficulties). Often older children can work together, particularly when they are passing on messages through plays and songs to adults.

Children can spread messages and take action in different places:

At school, they can:

- Learn together actively.
- Help and teach their friends.
- Help and protect younger children.
- Help make the school surroundings clean and healthy.

At home they can:

- Describe and demonstrate what they have learnt at school.
- Help their families in good health practices.
- Teach and help younger brothers and sisters.
- Play with and help other children who have not gone to school.
- Keep the home surroundings clean and safe.
- Reinforce health messages received through mass media such as radio.

In the community they can:

- Pass on messages through plays and songs (often during campaigns organized by the school or the health worker).
- Act as messengers and helpers for the health worker (e.g. reminding families about hand wash).
- Participate in health action in the community.

Therefore, hygiene education in the school classroom is very effective and important.

5.4.1 A Healthy School Environment

It is difficult to teach a child the value of health if the school environment is not conducive to healthy behavior and if there are no resources with which to practice health skills. Here are examples of the health resources needed at a school:

- Clean and regular water supply.
- Hand-washing facilities.
- Sanitary means of disposing of human wastes/refuse.
- Playgrounds that are free from sharp and dangerous objects.
- First-aid supplies.
- Staff who are trained in hygiene and first-aid skills.

5.4.2 A School Health Action Plan

(1) Choosing priorities

Priorities are chosen by the head, staff, teachers, and children of the school in consultation with local health workers and community leaders.

(2) Making a plan

The plan for a term, semester, or year includes four elements:

- Teaching vital health facts, usually through subjects such as science. These may be reinforced by short, intensive 'health information spots' at regular intervals.
- Reinforcing these messages across the curriculum, e.g. in mathematics, making budgets for good nutrition, weighing children and recording their weights; in language, writing stories and plays about cleanliness around house.
- Action at school level, e.g. in cleanliness, nutrition, safety.
- Action planned from school to community, e.g. a campaign on hand wash.

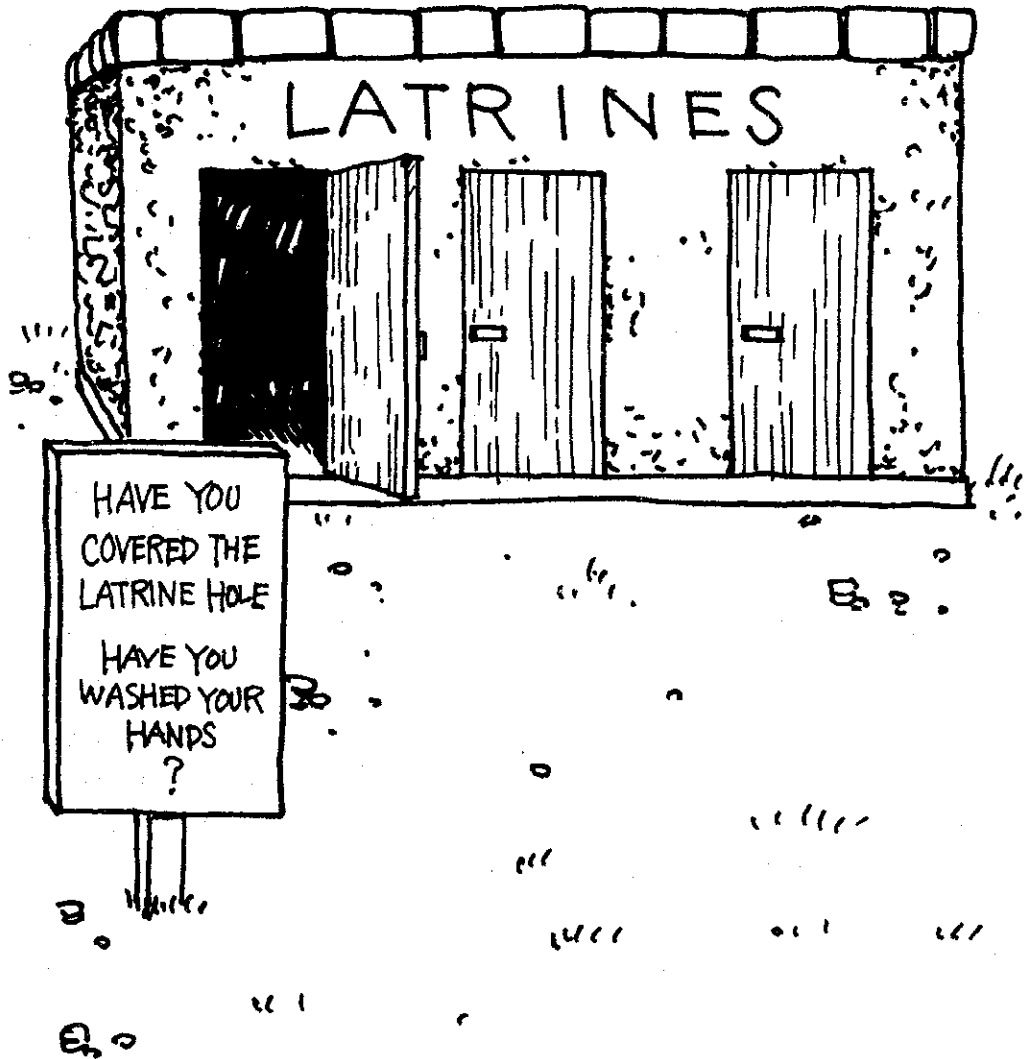
(3) The plan in action

Once the plan is in action it is monitored by the school staff and facilitated by a health committee in which the girls and boys take a leading part. In many schools pupils are charged with the care and instruction of younger ones.

(4) School and community

The school-based plan is complemented by community action and community health education so that children are seen as just one vital element alongside others in changing knowledge, attitudes and practice.

Followings are some examples of method you can use for hygiene education in school (You also can use the above-mentioned methods).



5.4.3 Fables

Fables are make-believe stories that have been told to children for generations. The characters in a fable are often animals.

(1) Purpose

The actions of the characters in a fable are supposed to teach children proper ways of behaving. Fables also show adults what values are important to the community.

(2) Educational use

Fables are useful when you are talking to small group of children. They are also useful for health education with parents. The parents will then be able to tell the fable to their own children. After telling a fable you should always discuss it with those who listened. Ask questions. By encouraging people to think about and discuss the story, you will help them learn.

A fable used for health education would describe how behavior affects health. It would show what sort of behavior promotes health and what is harmful. The fable should also give reasons for choosing healthy behavior. By the end of the fable the sorts of behavior that are best for health should be clear to everyone.

Here is a sample fable that was made up to show children the importance of excreting with regard for hygiene and keeping flies away from food. The characters are a prince and a fly. When you make up your own fables, use animals that children in your community will recognize.

After telling the fable, a health worker should ask children questions like: 'What can you do to prevent flies to walk over the excreta?' 'What can you do to keep flies away from food?'

Talk to elderly people in the community to learn more local fables. Try to make up your own health education fables about the common health problems of children in your community. First tell the fables to a few children to see if they understand the main point. This is pre-testing. After making corrections, you can use the fable in your health education programs.

A Sample Fable

Once upon a time, a proud and foolish young local leader called Habte was living in and around the mountains of Embassoira. Habte, the leader, was very fond of hunting. One day he decided to ask his friend the fly to go hunting with him. You must remember that this was in the days when the fly was on the best terms with man. If only things had stayed that way!

On this occasion the fly was very pleased to accept and quickly gathered together his hunting spear and set off with the leader. They headed off towards the Forest of Sighs. On the way there they spotted a gazelle darting through the thicket. It was the fly who managed to spear it first and they both rushed to examine their prey. He said that they should build a fire straight away so that they might feast on the gazelle and then continue their hunt the next day.

Fly felt very proud of his skill in killing the animal and said that to make the meal even more delicious he would go into the woods to find some wild spices. He returned within a few hours imagining the sight of the gazelle roasting away on the spit and his taste buds began to water. He could not believe his eyes when he returned to see the leader and the embers of the fire. He ran up to his friend saying that a terrible thing had happened and that the roasting gazelle had been stolen by a wild cat who had the cheek to sit eating the animal in front of his very eyes and that was why the fly could now see the boned scattered around. The fly was most disappointed and had to content himself with the spices he had gathered. He was surprised that the leader refused to eat anything saying that he was too upset at the loss of their catch.

The next day they both arose very early and set off to hunt anew. It was not long before they saw a monkey and this time the leader took aim and managed to spear him. As they were very hungry they decided to build a fire and cook the monkey straight away. Whilst it was roasting, the fly offered to go and collect some fruits of the forest that might make their meal even more enjoyable.

On his return he found the leader sleeping by the fire but there was no monkey to be seen. The leader explained that a wild hyena had come along and stolen the roasting monkey. The leader had given chase but had not been able to catch up with the cunning old hyena. He was tired and collapsed and fallen asleep when the fly arrived at the spot.

The two of them decided to continue and to see if they could track down something else. After a short while the fly spotted the footprints of a wild boar and followed them until he saw the creature in a clearing in the middle of the forest. He took aim with his spear and there was no escape for the wretched creature.

Now this time the fly had begun to get a little suspicious of the leader and waited until the boar was almost ready and then volunteered to collect some edible roots to eat with it. This time, instead of disappearing into the depths of the forest he circled the clearing and returned to hide behind a tree. And from there just as he had expected, he saw the leader devouring the boar that was meant to be for the two of them. The fly was enraged and immediately flew off home to his family.

For days he fumed and raged and ranted and vented his anger against the leader. When he had calmed down a little his wife suggested a plan. Why did he not call together the whole tribe of flies and let them decide on what to do. As you will know, there are several billions of Mr. Fly's friends and relatives, so he called them all together and told them what had happened and how he had been betrayed. What we must do he said is to somehow take advantage of man's stupidity. You know well the way that man excretes in the open without any regard for hygiene. What we could do is to walk all over this dirtiness and then when they are not looking we will walk all over their next meal and in this way we will force them to eat their own excreta. The billions of flies who were listening all laughed, cheered and applauded this cunning plan and to this day man has forfeited his friendship with the fly and he has suffered the consequences of his greed.

5.4.4 Puppets

Puppet shows are very similar to plays. The main difference is that puppets do the acting. People are still needed, however, to make the puppets move and talk.

(1) Purpose

Just like stories and plays, puppet shows give examples of how people behave in real-life situations and can make us reflect on what is good and bad for health.

(2) Uses of puppets

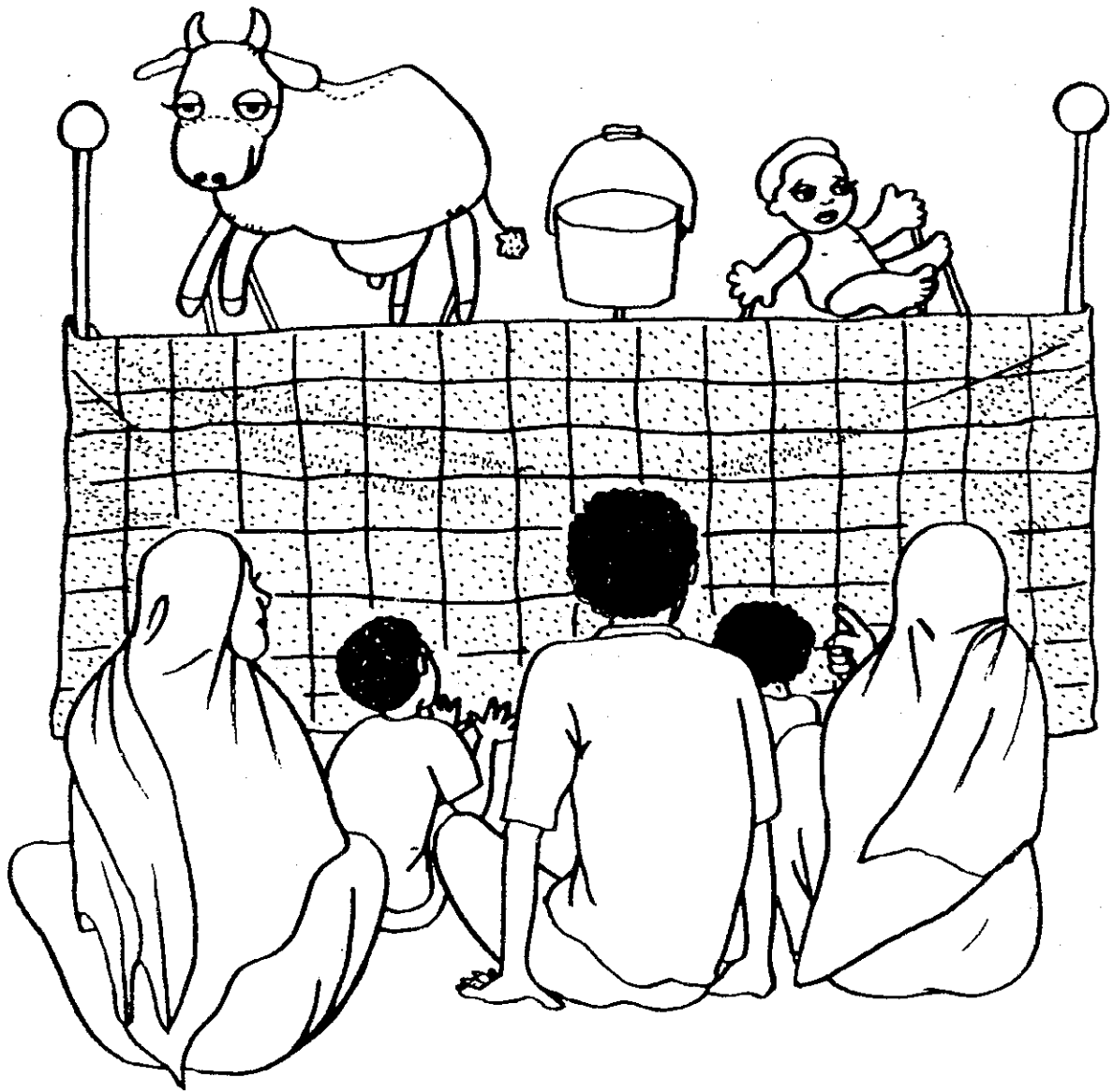
Puppets are made to look like small people or animals, but they behave like real people and become involved in a series of events resulting in conflicts and problems. Since you can make puppets look like animals, you can also use puppets to act out fables. You can even use a puppet to help you give a health talk.

(3) Size of group

Since puppets are usually small, it is best to show them to relatively small groups – about 20 people. In that way, everyone is able to get close, and see what is happening. Of course, you can make puppets as large as children or as small as a mouse. Children usually love puppets. And their parents often enjoy watching with them.

(4) Planning the puppet show

The steps that must be followed in planning a play also apply to puppets. Selecting the story, words, and action, drawing or painting scenery, choosing a good place to show the puppets, and encouraging audience participation and discussions, all need to be carried out carefully.



6 Evaluating the Results

If you have given time and effort to a project, you will want to know if it has been successful. If possible, a specific measure of the amount of success is needed.

6.1 Checking the Progress

Observation, interviews and records are the supplied information for evaluating a program. Refer back to 3.1, that shows how a timetable can help a community in measuring progress as a community water supply program develops. If not enough money has been collected by the planned time, then something is wrong. The planning group must start to check and find the cause. Maybe the neighborhood leaders were not adequately informed about how to organize fund-raising. Maybe it was a bad time of year for people to donate money because the harvest was not yet in.

Problems should be corrected as soon as they are seen.

6.2 Final Results

By the end of the educational activities, you should be able to measure their success by counting how many people are behaving according to the original objectives: is this number more than before the program started?

Use observation to check results. With latrine in the schools, for instance: is there evidence that they are maintained hygienically? Are children covering the latrine hole? Are they washing their hands after defecating?

If children are using their latrines hygienically and washing their hands after defecating, the educational objectives of the program have been achieved.

As for the health objectives, there should be a decrease in the amount of disease. Depending on the type of disease, it may take several months for this to show. If, in fact, disease is decreasing, then the program has been successful.

6.3 Learning from Evaluation

At the end of the program, a final meeting can be held to discuss how far the program has succeeded. Two main questions must be answered:

Did the action go as well as planned?

- Did people participate?
- Were resources available on time?
- Did people gain new skills and learn from the program?

Was the problem eliminated or reduced? Using the example of schistosomiasis:

- Do people now have access to safe water supplies?

- Are people disposing of feces and urine in a safe manner?
- Are fewer people suffering from the disease now than before the program started?

Discussing such questions will help people evaluate and learn from their program. We can obtain the answers to these questions in the way in which we originally gathered information about the community when we started planning – through observation, interview, and records. Compare information gathered before the program started with information collected after it ended.

Even if the program did not turn out as desired, a meeting should still be held to find out its reason. A review of the timetable will help show if every person carried out his or her duties.

Questions such as followings might help:

Were there any unreported difficulties earlier in the program? Did other community events disturb or distract people from participating in the action? Were there any disagreements among community members that stopped them working together? Was the time set for the program unrealistic? Were the activities chosen inappropriate to the local culture?

Once sources of difficulty have been found, the group can decide if it wants to try again. Learning can come from mistakes as well as from successes. It is a hopeful sign if people can sit down maturely and work out the cause of a problem. At such times, a health worker can provide much-needed support and encouragement. With new knowledge about the problem, the group will know how to plan a better program in the future.